

THE STATUS OF BASEBALL IN THE HIGH SCHOOLS
OF COLORADO, KANSAS, MISSOURI AND OKLAHOMA

by

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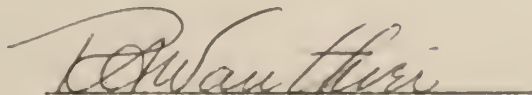
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INTRODUCTION

Baseball has always been considered to be the national pastime of America. However, its status on the high school level has never been completely determined, especially with regard to football, basketball, and track.

The word status in this study does not refer to the quality of baseball player or team produced. The major emphasis in this report has been placed upon the coach and his background, the methods used for financing interscholastic baseball, the equipment and facilities made available for high school baseball, the number and size of high schools offering interscholastic baseball programs, the type and length of season used, and the most frequent problems which confront high schools in regard to their interscholastic baseball program.

The four states which the author chose to include in his study were chosen because they are in the geographic area in which he someday hoped to coach baseball.

Purpose

The purpose of this report was to evaluate the status of baseball in the high schools of Colorado, Kansas, Missouri, and Oklahoma.

Information contained in this report should prove of value to the physical education department of Kansas State University, by helping it to determine what experiences are needed in their program for training prospective physical education teachers and coaches. It should also prove of value to prospective coaches preparing for a baseball coaching career.

Method of Study

In order to secure the material for this study, a list of the high schools

participating in interscholastic baseball was obtained from the 1966 edition of the Directory of High School Coaches. A questionnaire was mailed to seventy-five different coaches in the states of Colorado, Missouri, and Oklahoma. Schools selected to participate study were chosen at random.

Only sixty-seven questionnaires were mailed to the high school baseball coaches in the state of Kansas. The reason for the low number of questionnaires mailed to Kansas coaches was the fact that the current Directory of High School Coaches lists only sixty-seven high schools in the state of Kansas participating in interscholastic baseball programs.

To facilitate the convenience for each coach, a return, self-addressed, and stamped envelope was included with each questionnaire. A copy of the questionnaire and letter sent to each coach may be found in the appendix of this report.

Results and Discussions

Table I gives an indication of how many high schools provide baseball in their interscholastic activities.

TABLE I
A STATE BY STATE BREAKDOWN
OF THE HIGH SCHOOLS PARTICIPATING
IN INTERSCHOLASTIC BASEBALL COMPETITION

State	Total number high schools	Schools offering baseball	Percentage offering baseball
Colorado	251	125	50
Kansas	562	67	12
Missouri	604	186	31
Oklahoma	578	233	41

Oklahoma has by far the greatest number of high schools offering interscholastic baseball competition. However, of more importance is the fact that one-half of all the high schools in the state of Colorado, offer an interscholastic baseball program.

It is obvious, from determining the number of Kansas high schools which provide interscholastic baseball, that the status of baseball in Kansas may be below the status of baseball in the high schools of Colorado, Missouri, and Oklahoma. However, this situation does not mean that the quality of programs offered in Kansas is inferior to those offered in Colorado, Missouri, and Oklahoma.

Table II shows a breakdown, by states, of the questionnaires returned for this study.

TABLE II
A STATE BY STATE BREAKDOWN
OF THE QUESTIONNAIRES MAILED AND RETURNED

State	Questionnaires mailed	Questionnaires returned	Percentage of return
Colorado	75	53	71
Kansas	67	43	64
Missouri	75	51	68
Oklahoma	75	47	63

Although there were by far, fewer high schools in the state of Colorado, the high school coaches of this state showed the greatest interest in answering the questionnaire. It is significant to note that the high schools in Kansas

showed a greater desire to discuss their program than did the high schools of Oklahoma. This attitude could be an indication that the schools of Kansas which do offer baseball competition are interested in improving the status of Kansas high school baseball.

THE STATUS OF COLORADO HIGH SCHOOL BASEBALL

School Classifications

A breakdown of the Colorado schools participating in this study is found in Table III.

TABLE III
QUESTIONNAIRE RESPONSE FROM COLORADO

Schools included in study	Total in study	Per cent in study
Class AAA	31	59
Class AA	16	30
Class A	5	9
Dropping baseball	1	2

High schools in the state of Colorado are classified, either as AAA, AA, or A, according to their total school enrollment. The classification of school which gave the greatest response to the questionnaire was the AAA class. It should also be noted that more questionnaires were mailed to class A than were sent to class AA, but that there were far more questionnaires returned received

from class AA than from class A.

One Colorado high school reported that it has dropped its interscholastic baseball program as of this year. This was a small class A school with an enrollment of approximately forty-five boys. This school stated that its program was being dropped because of a lack of support from the administration.

The enrollments of boys considered in the Colorado portion of this study ranged from a high of 1,500 to a low of twenty-two. The fifty-two schools participating in interscholastic baseball, reported their total combined enrollment to be 23,283 boys. They also reported a total of 2,227 boys competing in interscholastic baseball programs. This number of boys means that 10 per cent of the high school boys in Colorado, who are eligible to participate, participate in organized high school baseball.

The average Colorado high school participating in interscholastic baseball, has an enrollment of approximately 448 boys with an average of forty-three boys competing in baseball.

The Coach's Background, Duties, and Experience

Table IV shows the different types of degrees held by Colorado high school baseball coaches.

TABLE IV
THE PHYSICAL EDUCATION TRAINING
OF COLORADO HIGH SCHOOL BASEBALL COACHES

Type degree	Total	Per cent
Physical education major	33	63
Physical education minor	13	25
Neither physical education major or minor	6	12

TABLE IV (Continued)

Type degree	Total	Per cent
Bachelor of Science	12	23
Bachelor of Arts	18	35
Master of Science	2	4
Master of Arts	16	31
Combined Bachelor of Science and Master of Arts	3	6

It was very gratifying to discover that well over half of the high school baseball coaches in Colorado are physical education majors. Of those coaches not having a major in physical education, 68 per cent had a minor in the field. This situation means that as far as training is concerned, 88 per cent of the high school baseball coaches in the state of Colorado have some type of background in the area of physical education.

However, it should also be pointed out that the majority of the state's baseball coaches have not furthered their education beyond the point of a bachelor's degree. Only 40 per cent have met the requirements for a master's degree. No one had gone beyond obtaining a master's degree and no coach possessed more than one type of master's degree.

Two per cent of the coaches responding to this questionnaire, did not answer the question concerning the type of degree held by the baseball coach.

According to Table V, Colorado high school coaches perform a total of twenty-four different teaching duties.

TABLE V
A BREAKDOWN OF THE SUBJECTS TAUGHT
AND ADDITIONAL NON-COACHING DUTIES PERFORMED
BY HIGH SCHOOL BASEBALL COACHES IN THE STATE OF COLORADO

Subjects taught	Total number teaching	Per cent teaching
Physical education	15	29
History	15	29
Driver education	10	19
Biology	6	11
Industrial arts	6	11
Mathematics	5	10
Business	4	8
Political science	4	8
Health	3	6
English	3	6
Psychology	3	6
Guidance counselor	2	4
Earth science	2	4
General science	2	4
Chemistry	1	2
Geography	1	2
Sociology	1	2
Audiovisual aids	1	2
Foreign language	1	2
Physics	1	2
Athletic and physical education director	1	2

TABLE V (Continued)

Subjects taught	Total number teaching	Per cent teaching
School social worker	1	2
Director of adult education	1	2
Administrative assistant	1	2

Although 63 per cent of the high school baseball coaches in Colorado are physical education majors, only 29 per cent of them are actually teaching physical education classes, and only 6 per cent are teaching health classes. The major conclusion drawn from this observation is, the majority of Colorado's high school baseball coaches have an adequate physical education background for coaching baseball, but it is possible that their teaching potential is not being fully utilized.

Baseball coaches on the secondary school level in Colorado teach on the average, 4.4 hours per day or twenty-two hours per week. The highest number by any one coach was seven hours per day; however, five coaches reported that no teaching was involved in their assignments. The conclusion here would seem to be, that the teaching load of these particular coaches must be classified as being light, since the recommended teaching load is five hours per day. However, their total assignment must not necessarily be considered as being light since the vast majority of these coaches serve as either a head coach in some other sport or as an assistant coach.

Table VI shows what other head coaching duties are required of the head baseball coach.

TABLE VI
A BREAKDOWN OF THE OTHER
HEAD COACHING DUTIES PERFORMED BY
THE HIGH SCHOOL BASEBALL COACHES IN THE STATE OF COLORADO

Sport	Number coaching	Per cent coaching
Basketball	9	17
Football	3	6
Basketball, football, and track combination	2	4
Tennis	1	2
Total	17	33

Well over half, thirty-five out of fifty-two, of these coaches are not required to perform the duties of a head coach in another varsity sport. The majority of the seventeen coaches assigned head coaching positions in other sports, were assigned the duties of a head basketball coach. The heaviest load seemed to be shared by two men, each of whom were serving as head coaches in baseball, football, basketball, and track.

Table VII gives an indication of the assistant coaching duties required of the baseball coaches in Colorado

TABLE VII

A BREAKDOWN OF THE ASSISTANT
COACHING DUTIES PERFORMED BY THE
HIGH SCHOOL BASEBALL COACHES IN THE STATE OF COLORADO

Sport	Number assisting	Per cent assisting
Football	13	25
Basketball	8	15
Football and basketball combination	5	10
Wrestling	1	2
Football and wrestling combination	1	2
Total	28	54

Although only one-third of the baseball coaches were required to serve in the position of head coach in some other sport, 54 per cent were assigned the duties of a varsity assistant coach. However, the most popular area in which to be an assistant coach was not basketball, which was the most popular in which to be a head coach, but rather football. No head baseball coach reported having to assist in track or cross country.

Forty-one coaches or 80 per cent, reported having an assistant coach to help in baseball. Twenty-one, or 51 per cent, of the forty-one assistant baseball coaches were reported to be physical education majors. Another 32 per cent were physical education minors, but 17 per cent had no background in the area of physical education.

Interscholastic baseball coaches in the state of Colorado, have been coaching

high school baseball for an average of 5.36 years. These fifty-two coaches represent a combined total of 279 years of coaching experience.

Equipment and Facilities

Table VIII gives an indication of the equipment provided by Colorado high schools.

TABLE VIII
A BREAKDOWN OF THE EQUIPMENT AND
FACILITIES PROVIDED BY THE HIGH SCHOOLS OF COLORADO

Equipment and facilities	Schools furnishing	Schools not furnishing	Per cent furnishing
Catchers glove	36	16	69
Uniforms	52		100
Baseball caps	29	23	56
Baseball shoes	3	49	6
Baseball diamond	40	12	77

High school baseball coaches in the state of Colorado, order a total of 4,232 practice and also 2,247 game baseballs each year. This situation means that each coach orders an average of eighty-five practice and forty-four game baseballs per year. Of the fifty-two coaches, 58 per cent reported using the same type of baseball for both practice and game competition. The most practice balls used by any one team was 180; however, one school used a high of 156 game balls. These last two figures represent two different schools.

The combined total number of baseball bats used by the high schools of Colorado was 2,203, a number which represents an average of forty-four bats per school

for the entire baseball season. The highest number bought was 120, as compared with the low of twelve.

The majority of the schools included in this study, furnish the catcher with a glove, provide uniforms for their team, supply individual game baseball caps for the participants, and have and maintain their own baseball diamond. However, very few of the schools reported having enough funds available to supply their players with baseball shoes.

One school reported that its catching equipment was being used for the seventh season. The average life length of the catching gear, was found to be 2.5 years.

Baseball Budget

The methods used to finance the baseball programs are shown in Table IX.

TABLE IX

A BREAKDOWN OF THE METHODS USED TO FINANCE THE HIGH SCHOOL BASEBALL PROGRAMS IN COLORADO

Method	Number of schools	Per cent of schools
Definite budget	34	65
General athletic fund	8	15
Secure money as the need arises	2	4
Basketball and football receipts	2	4
District	1	2
Requisition	1	2
Board education	1	2

TABLE IX (Continued)

Method	Number of schools	Per cent of schools
No budget and no specific method	3	6
Total without a budget	17	35

Thirty-four of the reporting fifty-two schools, had a definite budget set aside for baseball. The amount of these budgets ranged from a high of \$3,200.00 to a low of \$200.00. The average budget for these thirty-four schools was reported to be \$981.81.

The most popular method of financing the baseball program, by those schools which could not afford a definite budget, was to acquire the money through the general athletic fund.

Season

Table X shows the number of games the Colorado high schools play in a season.

TABLE X

A BREAKDOWN OF THE
NUMBER OF YEARLY BASEBALL
GAMES PLAYED BY COLORADO HIGH SCHOOLS

Schedule	Number playing	Per cent playing
30 games	1	2

TABLE X (Continued)

Schedule	Number playing	Per cent playing
20 games	1	2
19 games	1	2
18 games	20	38
17 games	2	4
16 games	4	8
14 games	6	11
13 games	1	2
12 games	3	6
10 games	4	8
9 games	1	2
6 games	3	6
4 games	1	2
Did not specify schedule	4	8

No high school in the state of Colorado reported playing a fall baseball schedule. The earliest any school opened the spring season was on March 11; the latest opening date was reported as April 1. The most popular date for starting the season was on March 18, which was reported as the opening date for 21 per cent of the schools.

High schools in the state of Colorado play an average of fifteen games per year, with the highest number on the schedule being comprised of thirty games. The smallest schedule numbered only four games. An eighteen game schedule seemed to be the most popular.

An indication of the serious problems facing baseball in Colorado is shown in Table XI.

TABLE XI
A BREAKDOWN OF THE PROBLEMS
FACING THE HIGH SCHOOL BASEBALL
PROGRAMS IN THE STATE OF COLORADO

Problem	Number of schools	Per cent of schools
Inclement weather	41	79
Lack of adequate facilities	18	35
Lack of interest by boys	9	17
Obtaining adequate funds	9	17
Transportation	9	17
Lack of community interest	7	13
Lack of practice time	5	10
Scheduling of games	3	6
Finding good officials	3	6
Lack of administration support	2	4
Other coaches	1	2
Adequate assistant coaches	1	2

Inclement weather is by far the most serious problem facing the interscholastic baseball programs of Colorado. Other problems include facilities, boy's interest, funds, and transportation.

The Status of Kansas High School Baseball

Table XII shows the classification of Kansas schools which responded to the questionnaire.

TABLE XII
QUESTIONNAIRE RESPONSE FROM KANSAS

Schools included in study	Total in study	Per cent in study
Class AA	15	35
Class A	2	5
Class B	2	5
Class BB	14	33
Dropping baseball	7	15
Unified	3	7

As in Colorado, the high schools in Kansas are classified according to their total school enrollment. In Kansas, they are classified as AA, A, B, or BB. The AA and BB schools returned thirty-seven of the total forty-three questionnaires received. This number represents 84 per cent of those returned and tends to indicate that baseball in the high schools of Kansas, has its greatest popularity in the really large and really small schools.

Seven schools in Kansas returned the questionnaire saying that their baseball program is being dropped as of this year. The implication here is that baseball is losing its popularity with the Kansas high schools and is doing so at a rather fast pace.

Three questionnaires were returned unopened. These schools no longer existed

due to unification in the small school districts.

The high schools in the state of Kansas to which the questionnaire was sent represented a total combined enrollment of 12,173 boys. They also reported an expected combined total of 1,367 boys, or 10 per cent, would try out for the baseball squad. The largest enrollment involved in this study was 1,500, while the largest number of boys expected out for baseball by any one school was 100. However, these last two figures represented two different schools.

This enrollment means that the high schools of Kansas competing in interscholastic baseball programs, have an average enrollment of 393 boys and they expect an average of thirty-nine boys to participate in baseball. However, this is not a valid estimate since most of the schools participating in baseball are either AA or BB class schools.

One note of interest, is the fact that one school reported a total enrollment of only nine boys, and they had a squad of eight. Although they had only eight players, they did participate in a fall interscholastic baseball program.

The Coach's Background, Duties, and Experience

Table XIII gives an indication of the physical education background of the Kansas coaches.

TABLE XIII

THE PHYSICAL EDUCATION TRAINING OF KANSAS HIGH SCHOOL BASEBALL COACHES

Type degree	Total	Per cent
Physical education major	22	66
Physical education minor	6	18
Neither physical education major or minor	5	16

TABLE XIII (Continued)

Type degree	Total	Per cent
Bachelor of Science	15	45
Bachelor of Arts	4	11
Master of Science	8	27
Master of Arts	4	11
Master of Education	1	3
Combined Bachelor of Arts and Master of Science	1	3

A total of 85 per cent, of the coaches included in this portion of the study, had a background in physical education. This number represents 66 per cent who had a major in physical education and 18 per cent who had a minor in the field.

Although the initial training of these coaches is more than adequate, the majority of them have not furthered their education beyond the point of a bachelor's degree. Only 43 per cent have gone on to fulfill the requirements of a master's degree. The majority of the coaches reported having a Bachelor of Science degree in physical education. As in Colorado, no coach has gone beyond the level of the master's degree and no coach holds more than one type of a master's degree.

The different subjects taught by Kansas coaches is illustrated in Table XIV.

TABLE XIV
A BREAKDOWN OF
THE SUBJECTS TAUGHT BY THE
HIGH SCHOOL BASEBALL COACHES IN THE STATE OF KANSAS

Subjects taught	Total number teaching	Per cent teaching
Physical education	18	55
Driver education	12	36
History	8	24
Political science	6	18
Industrial arts	5	15
Business	4	12
Biology	3	9
Economics	3	9
Geography	2	6
Psychology	2	6
Drafting	2	6
Health	1	3
Sociology	1	3
Auto mechanics	1	3
Mathematics	1	3
General science	1	3

There is a strong indication that in the assignment of teaching duties, the high school baseball coaches of Kansas are being utilized in their strongest area, Physical education. This conclusion was arrived at by comparing the number of coaches teaching physical education with the number of coaches having a major in

physical education. A total of 55 per cent of the coaches are giving instruction in physical education, and as stated before, 66 per cent of these coaches are physical education majors. It should also be pointed out that other than coaching and conducting physical education classes, these men have no other duties except in classroom instruction.

It should be important to note that only one of these twenty-eight qualified physical education instructors, is teaching health as a separate class.

The high school baseball coaches of Kansas teach an average of five hours per day or twenty-five hours per week. These hours place them exactly on the recommended maximum load as far as teaching duties are concerned. The heaviest reported teaching load was seven hours per day, and this was reported by two different instructors. The lightest teaching load reported was two hours per day.

Table XV shows the other head coaching duties performed by these coaches.

TABLE XV
A BREAKDOWN OF THE OTHER HEAD
COACHING DUTIES PERFORMED BY THE
HIGH SCHOOL BASEBALL COACHES IN THE STATE OF KANSAS

Sport	Number coaching	Per cent coaching
Basketball	9	27
Football	5	15
Gymnastics	2	6
Football and basketball combination	2	6
Swimming	1	3
Basketball and cross country combination	1	3
Basketball and track combination	1	3

TABLE XV (Continued)

Sport	Number coaching	Per cent coaching
Basketball, track, and cross country combination	1	3
Total	22	66

A majority, 66 per cent, of the Kansas high school baseball coaches are required to serve as head coaches in at least one other interscholastic sports program. A total of 15 per cent of these coaches were required to serve as head coaches in at least two other sports, while 3 per cent were assigned head coaching duties in three sports other than baseball. This situation could be an indication that baseball is viewed as a minor sport in Kansas and is possibly being given to head coaches of other athletic programs in an attempt to fulfill their teaching load.

Most of the baseball coaches serving as head coaches in other areas, seem to prefer coaching basketball. In fact, 42 per cent of the baseball coaches in Kansas are also coaching basketball.

The assistant coaching duties required of these coaches is shown in Table XVI.

TABLE XVI

A BREAKDOWN OF THE ASSISTANT
COACHING DUTIES PERFORMED BY THE HIGH
SCHOOL BASEBALL COACHES IN THE STATE OF KANSAS

Sport	Number assisting	Per cent assisting
Football	9	27
Basketball	3	9
Track	1	3
Football and track combination	1	3
Football and intramurals	1	3
Total	15	45

Another 45 per cent of the baseball coaches also reported having to assist in another interscholastic program. Football is by far the most popular area in which the baseball coaches of Kansas assist. A total of 73 per cent are reported to be football assistants. Another 9 per cent did not answer this portion of the questionnaire.

A total of 66 per cent of the state's baseball coaches do have assistants to help them in their baseball program. However, only 55 per cent of these assistants have some type of background in the area of physical education. Only one coach reported having as many as two assistant coaches.

The thirty-three head baseball coaches, which represented the Kansas portion of this study, had a combined total of 196 years of high school baseball coaching experience. This total means that a baseball coach in a Kansas high school has been coaching high school baseball for an average of 5.94 years. The highest

amount of experience reported was thirty years.

Equipment and Facilities

Table XVII gives an indication of the equipment provided by the schools.

TABLE XVII
A BREAKDOWN OF THE EQUIPMENT AND
FACILITIES PROVIDED BY THE HIGH SCHOOLS OF KANSAS

Equipment and facilities	Schools furnishing	Schools not furnishing	Per cent furnishing
Catcher's glove	26	7	79
Uniforms	30	3	91
Baseball caps	17	16	52
Baseball shoes	1	32	3
Baseball diamond	28	5	85

A total of 1,958 practice baseballs are used by the high schools in Kansas. Another 1,117 baseballs are used as game balls. These numbers mean that each school uses an average of sixty-one practice and thirty-five game baseballs each year. The most practice balls ordered was 144. This same school also ordered the most game balls, 120. Sixty-nine per cent of these schools use the same type of baseball for both practice and game competition. These figures were arrived at from Table XVIII.

These same schools also use a combined total of 951 baseball bats per year. The average number of bats used by a Kansas high school is 29 bats per season. The most bats ordered was seventy-two, and this school was not the same one which ordered the most baseballs. One school reported using only six bats per year.

Catching equipment in the high schools of Kansas has been used for an average of 2.4 years. The oldest of any of this catching gear is five years.

The great majority of these schools furnish the catcher with a glove, have team uniforms, and play on their own baseball diamond. Only 52 per cent of the schools furnish their players with baseball caps, and only one school buys baseball shoes for its players.

Baseball Budget

The methods used to finance the programs of Kansas are shown in Table XVIII.

TABLE XVIII
A BREAKDOWN OF THE METHODS USED TO
FINANCE THE HIGH SCHOOL BASEBALL PROGRAMS OF KANSAS

Method	Number of schools	Per cent of schools
Definite budget	14	43
General athletic fund	7	21
Secure the money as the need arises	5	15
Gate receipts	2	6
Did not specify	2	6
Sports fund	1	3
Football and basketball fund	1	3
Football and basketball receipts	1	3
Total without a budget	19	57

Only 43 per cent of the Kansas high schools participating in interscholastic baseball, have a definite baseball budget. However, the average budget for these schools was \$1,013.29. The highest budget allowed for baseball amounted to \$1,600.00, while the smallest budget reported was for \$200.00

Most schools which did not provide a definite budget, financed their baseball programs out of the general athletic fund.

Baseball Season

The number of games played per year is shown in Table XIX.

TABLE XIX
A BREAKDOWN OF THE
NUMBER OF YEARLY SPRING
BASEBALL GAMES PLAYED BY KANSAS HIGH SCHOOLS

Schedule	Number playing	Per cent playing
25 games	1	3
24 games	1	3
21 games	1	3
20 games	3	9
18 games	1	3
17 games	1	3
15 games	2	6
14 games	1	3
13 games	1	3
12 games	3	9
10 games	7	21
8 games	3	9

TABLE XIX (Continued)

Schedule	Number playing	Per cent playing
7 games	2	6
6 games	2	6
5 games	2	6
Did not specify schedule	2	6

Eight per cent of the Kansas schools, playing interscholastic baseball, reported playing a fall schedule with an average of seven playing dates. Each of these schools were class BB schools.

The earliest opening date of the spring schedule was March 23, while the latest opening date reported was on April 15. The most popular date for opening the baseball season in Kansas was on April 1; it was reported by 24 per cent of the schools.

Kansas high schools are restricted to so many playing dates and many of the coaches reported that they play as many double-headers as possible, in order to play more games. The longest season consisted of twenty-five games, and the average number of games played was twelve. Five games was the smallest schedule reported by any of the Kansas high schools.

The small BB class school which reported having an enrollment of only nine boys and eight players, reported that they played a fall schedule consisting of eight ball games.

It should be noted that over 90 per cent of the schools which reported large schedules, were class AA from the metropolitan areas of Wichita and Kansas City.

Table XX shows the problems which are considered to be serious by the Kansas baseball coaches.

TABLE XX
A BREAKDOWN OF THE
PROBLEMS FACING THE HIGH SCHOOL
BASEBALL PROGRAMS IN THE STATE OF KANSAS

Problem	Number of schools	Per cent of schools
Inclement weather	26	79
Scheduling of games	10	30
Finding good officials	5	15
Interference from football and track	4	12
Obtaining adequate funds	4	12
Lack of community interest	2	6
Lack of adequate facilities	2	6
Lack of boys' interest	2	6
Transportation	2	6
Need of more playing dates	2	6
Lack of practice time	1	3
Length of season	1	3
Lack of administrative interest	1	3
Would rather not specify	1	3

Inclement weather is by far the most serious problem facing the high school baseball programs of Kansas. Other problems include scheduling games and finding good officials.

The Status of Missouri High School Baseball

School Classifications

Table XXI shows the classification of schools participating in the Missouri portion of the study.

TABLE XXI
QUESTIONNAIRE RESPONSE FROM MISSOURI

Schools included in study	Total in study	Per cent in study
Class L	33	65
Class M	11	34
Class S	5	15
Dropping baseball	2	6

High schools in the state of Missouri are classified according to their total school enrollment. The classifications are, L for large schools with an enrollment of over 600 students, M for the medium size schools with an enrollment of between 200 and 600 pupils, and S for the small schools with an enrollment of fewer than 200 pupils.

The largest return of questionnaires was received from the Class L schools. The class L schools also were sent the most questionnaires, but only a few more than were the class M schools. Two schools returned their questionnaire stating that baseball is being dropped as an interscholastic sports activity.

Although Missouri ranks only third in the study with regard to the per cent of schools offering baseball, the number of questionnaires returned indicated that

Missouri ranks second in its willingness to discuss its programs provided at the high school level of competitive competition.

These schools represent a total combined enrollment of 29,130 boys or an average of 594 boys, a class M school. The largest enrollment of boys reported was 1,200.

The total combined enrollment of boys participating in interscholastic baseball was 2,675 or an average of fifty-six boys per school. The most boys expected to report for baseball at any one school was 200, while the smallest number expected was fifteen. It should be noted that the school with the largest enrollment also expected the largest turnout, but the school with the smallest turnout was not the school with the smallest enrollment.

The Coach's Background, Duties, and Experience

Table XXII shows the physical education training of the Missouri high school coaches.

TABLE XXII
THE PHYSICAL EDUCATION TRAINING
OF MISSOURI HIGH SCHOOL BASEBALL COACHES

Type degree	Total	Per cent
Physical education major	37	76
Physical education minor	4	8
Neither physical education major or minor	7	14
Did not specify major	1	2
Bachelor of Science	24	49
Bachelor of Arts	2	4

TABLE XXII (Continued)

Type degree	Total	Per cent
Master of Science	11	23
Master of Arts	7	14
Master of Teaching	1	2
Combined Bachelor of Science and Master of Arts	1	2
Combined Bachelor of Science and Master of Education	1	2
Master of Education	1	2

As for training, 84 per cent of the high school baseball coaches in the state of Missouri have had some type of background in the area of physical education. This growth includes 76 per cent who are physical education majors, and indicates that these coaches had some type of background in baseball. However, of those who are not physical education majors, only 8 per cent have as much as a minor in the area of physical education.

Although most of the Missouri coaches are physical education majors, the majority have not continued their education to the point of obtaining a master's degree. There is, however, a wide range of interest shown by these coaches. This interest is witnessed to the fact that Missouri coaches hold nine different types or combinations of degrees.

The various subjects taught by the Missouri high school baseball coaches is illustrated in Table XXIII.

TABLE XXIII

A BREAKDOWN OF THE SUBJECTS TAUGHT
AND THE DUTIES PERFORMED BY THE HIGH
SCHOOL BASEBALL COACHES IN THE STATE OF MISSOURI

Subjects taught	Total number teaching	Per cent teaching
Physical education	28	57
History	14	29
Driver education	9	18
Health	6	12
Mathematics	4	8
Chemistry	3	6
Geography	3	6
Biology	3	6
Business	2	4
Economics	2	4
English	2	4
Physical science	2	4
Art	1	2
Political science	1	2
Religion	1	2
General science	1	2
Earth science	1	2
Physics	1	2
Zoology	1	2
Botany	1	2
Elementary physical education	1	2

TABLE XXIII (Continued)

Subjects taught	Total number teaching	Per cent teaching
Study hall	1	2
Guidance	1	2

Not only are the majority of Missouri's baseball coaches physical education majors, the majority are also physical education instructors. Some of these coaches also teach health, and one coach is an elementary physical education teacher.

Although some of these coaches have duties other than teaching, there is sufficient evidence to show that these coaches are placed in their areas of interest or training, and that their teaching potential is being very well utilized.

The teaching load of these coaches must be considered as being slightly heavy since they teach an average of 5.23 hours per day or 26.15 hours per week. This teaching assignment alone is not really heavy, but coupled with the extra-class duties of coaching, it may require too many daily preparations. The number of hours taught per day ranged from a high of seven to a low of four.

Table XXIV gives an indication of the other head coaching duties performed by Missouri baseball coaches.

TABLE XXIV

A BREAKDOWN OF THE OTHER
HEAD COACHING DUTIES PERFORMED BY
THE HIGH SCHOOL BASEBALL COACHES IN THE STATE OF MISSOURI

Sport	Number coaching	Per cent coaching
Basketball	9	18
Football	2	4
Soccer	2	4
Basketball and track combination	2	4
Football and basketball combination	2	4
Basketball, track, and volleyball combination	1	2
Basketball and golf combination	1	2
Basketball, track, and cross country combination	1	2
Basketball, track, and girls' volleyball combination	1	2
Total	21	42

Less than 50 per cent of the baseball coaches in Missouri are required to serve as head coaches in other interscholastic sports programs. The most popular sport to be combined with baseball head coaching is basketball. Only 8 per cent of the baseball coaches also serve as head football coaches. It is interesting to note that over one-third of those coaches who do serve as head coaches in other sports, are required to coach two or more sports plus baseball.

Table XXV shows what assistant coaching duties are required of head baseball coaches in Missouri.

TABLE XXV
A BREAKDOWN OF THE
ASSISTANT COACHING DUTIES PERFORMED BY THE
HIGH SCHOOL BASEBALL COACHES IN THE STATE OF MISSOURI

Sport	Number assisting	Per cent assisting
Football	15	31
Basketball	4	8
Football and basketball combination	4	8
Wrestling	2	4
Football and wrestling combination	1	2
Total	26	53

Although the majority of these coaches do not serve as head coaches in other interscholastic programs, well over 50 per cent are required to serve as assistants. The most popular area to be an assistant in is football. It should be pointed out that 8 per cent of these coaches are not required to serve as either head or assistant coaches in other interscholastic programs. This assignment means that their only coaching assignment is that of head baseball coach, plus an average of just over five hours of teaching per day.

The forty-nine schools participating in the Missouri portion of the study, reported that 65 per cent of their high school baseball coaches have an assistant

coach. Seventy-eight per cent of the coaches with assistants reported that their help had a background in physical education. Fifty-six per cent were physical education majors and another 22 per cent had a minor in the field.

The type and number of head coaching and assistant coaching assignments, plus the number of assistant baseball coaches, indicates that baseball may be considered a major high school sport in the state of Missouri.

These forty-nine coaches reported a combined total of 292 years of high school baseball coaching experience. This experience means that high school baseball coaches in the state have been coaching high school baseball for an average of six years. Two coaches reported twenty years experience, and another reported nineteen.

Equipment and Facilities

The type of equipment provided by Missouri schools is shown in Table XXVI.

TABLE XXVI
A BREAKDOWN OF THE EQUIPMENT AND
FACILITIES PROVIDED BY THE HIGH SCHOOLS OF MISSOURI

Equipment and facilities	Schools furnishing	Schools not furnishing	Per cent furnishing
Catchers glove	37	12	76
Uniforms	49	0	100
Baseball caps	33	16	67
Baseball shoes	0	49	0
Baseball diamond	33	16	67

In the state of Missouri, high school baseball coaches order a total of 3,183

practice and 2,055 game baseballs per year. These numbers mean that each coach orders an average of sixty-three practice and forty-two game baseballs each year. Only 27 per cent of the schools use a different type of ball for games and practice. The number of practice balls ranged from 144 to six, and the number of game balls ranged from a high of 130 to a low of ten.

These schools also used a combined total of 1,888 baseball bats a year. Each school ordered an average of thirty-eight bats for the season. The most bats ordered was 115, but two schools ordered only ten bats each.

Most high schools in the state of Missouri furnish their catcher's gloves, their teams with uniforms, their individual players with baseball caps, and maintain their own baseball diamond. No Missouri high school in this study furnished its players with baseball shoes.

The longest any catching equipment has been used is six years. On the average, catching gear in the state has been used for 2.5 years.

Baseball Budget

The different methods used to finance the programs of Missouri are shown in Table XXVII.

TABLE XXVII
A BREAKDOWN OF THE METHODS USED TO
FINANCE THE HIGH SCHOOL BASEBALL PROGRAMS OF MISSOURI

Method	Number of schools	Per cent of schools
Definite budget	24	49
General athletic budget	6	12
Did not specify	4	8

TABLE XXVII (Continued)

Method	Number of schools	Per cent of schools
Secure the money as the need arises	2	4
Football and basketball budget	2	4
Incidental fund	1	2
Gate receipts	1	2
Left up to superintendent	1	2
Open fund	1	2
Physical education budget	1	2
Basketball budget	1	2
Fund raising drives	1	2
Physical education and athletic budget	1	2
Board of education	1	2
General fund	1	2
Activity fund	1	2

Only 49 per cent of the Missouri schools reported having a definite budget set aside for their baseball program. The largest budget reported for baseball was \$1,500.00; the smallest reported budget was \$200.00. The average budget set aside for baseball was \$624.21 per school. Ten per cent of the coaches who reported having a baseball budget, declined to specify the exact amount of that budget.

The most popular method for financing the baseball program, for those schools

without a definite baseball budget, was to secure the necessary funds through the general athletic budget.

Baseball Season

Table XXVIII shows the number of games played by the Missouri high schools.

TABLE XXVIII
A BREAKDOWN OF
THE NUMBER OF YEARLY
SPRING BASEBALL GAMES PLAYED BY MISSOURI HIGH SCHOOLS

Schedule	Number playing	Per cent playing
30 games	1	2
27 games	1	2
25 games	3	6
24 games	1	2
23 games	2	4
21 games	1	2
20 games	5	10
19 games	1	2
18 games	4	8
17 games	1	2
16 games	5	10
15 games	2	4
14 games	2	4
13 games	1	2
12 games	9	18

TABLE XXVIII (Continued)

Schedule	Number playing	Per cent playing
10 games	3	6
8 games	1	2
7 games	2	4
6 games	1	2
3 games	1	2
Did not play spring ball	2	4

Eighteen per cent of the Missouri schools reported playing a fall baseball schedule, with an average of seven games. This schedule ranged from a high of ten to a low of five games. Of those schools playing a fall schedule, 4 per cent do not participate in spring ball.

Those schools which do play a spring schedule, play an average of 16 games per year. The largest schedule of games was 30 and the smallest schedule was 3 games. March 25, was the earliest opening date, and the latest opening was on April 28. April 1, was the most popular day for the Missouri high schools to open their season.

Table XXVIX shows the problems considered serious by the Missouri coaches.

TABLE XXVIX
A BREAKDOWN OF THE
PROBLEMS FACING THE HIGH SCHOOLS
BASEBALL PROGRAMS IN THE STATE OF MISSOURI

Problem	Number of schools	Per cent of schools
Inclement weather	43	88
Lack of adequate facilities	14	29
Lack of practice time	10	20
Lack of community interest	7	14
Obtaining adequate funds	5	10
Transportation	5	10
Finding good officials	4	8
Scheduling of games	2	4
Track programs	2	4
Lack of boy's interest	2	4
Maintenance of fields	1	2
No problems	1	2

Other than inclement weather, providing facilities and practice time are the most common problems found in Missouri.

The Status of Oklahoma High School Baseball

School Classifications

Table XXX shows the different school classifications representing Oklahoma in this study.

TABLE XXX
QUESTIONNAIRE RESPONSE FROM OKLAHOMA

Schools included in study	Total in study	Per cent in study
Class AAA	16	34
Class AA	12	26
Class A	9	19
Class B	5	11
Class C	3	6
Dropping baseball	2	4

The state of Oklahoma classifies its high schools into five classes, AAA, AA, A, B, and C, according to the total school enrollment. Although the AAA class schools gave the best response to the questionnaire, there seems to be a fairly equal distribution of return among the top three classes. It should also be noted that although the best response came from the AAA class schools, the most questionnaires sent to any one class of schools was the AA class.

Only two of the forty-seven schools representing Oklahoma, returned the questionnaire stating that their interscholastic baseball program has been dropped.

The Oklahoma portion of this study represents a total combined enrollment of 19,646 boys. This enrollment gives an average of 468 boys per school. These schools also have a total of 1,725 boys participating in interscholastic baseball programs. This participation means that the high schools in Oklahoma which offer baseball, have an average of thirty-nine boys competing in each baseball program.

The totals 1,400, and thirty, represent the highest and the lowest total number of boys enrolled in these high schools. The largest squad was 100 boys; the

smallest squad was made up of eleven.

The Coach's Background, Duties, and Experience

Table XXXI shows the different degrees held by Oklahoma high school coaches.

TABLE XXXI

THE PHYSICAL EDUCATION TRAINING OF OKLAHOMA HIGH SCHOOL BASEBALL COACHES

Type degree	Total	Per cent
Physical education major	28	62
Physical education minor	12	27
Neither physical education major or minor	5	11
Bachelor of Science	26	58
Bachelor of Arts	4	9
Master of Science	6	13
Master of Arts	7	16
Combined Bachelor of Arts and Master of Science	2	4

Only 11 per cent of the high school baseball coaches in the state of Oklahoma do not have a background of some kind in the area of physical education. This situation would tend to indicate that the state of Oklahoma is looking for physical education personnel, and not the unprepared classroom teacher, to handle the interscholastic baseball programs. Almost two-thirds of all the state's baseball coaches are men who have majored in physical education.

It seems to be the tendency in Oklahoma, for the majority of these coaches

to secure their Bachelor of Science degree in Physical Education and then to improve their formal education at a very slow pace. Only 33 per cent of the state's baseball coaches have fulfilled the requirements set up for a master's degree. This 33 per cent may be an indication that these coaches are not participating in a program of in-service growth.

An indication of the subjects taught by the Oklahoma coaches can be gained from Table XXXII.

TABLE XXXII

A BREAKDOWN OF THE
SUBJECTS TAUGHT AND THE DUTIES
PERFORMED BY THE HIGH SCHOOL BASEBALL COACHES IN THE STATE OF OKLAHOMA

Subjects taught	Number teaching	Per cent teaching
History	22	48
Physical education	19	42
Driver education	10	22
Business	5	11
Mathematics	5	11
Biology	4	9
Geography	3	7
Industrial arts	3	7
Economics	2	4
English	2	4
General science	2	4
Art	1	2
Speech	1	2

TABLE XXXII (Continued)

Subjects taught	Number teaching	Per cent teaching
Health	1	2
Band	1	2
Physiology	1	2
Study Hall	1	2
Foreign language	1	2
Political science	1	2
Vice-principal	1	2

The most discouraging point in the Oklahoma portion of the study, is the fact that the majority of these coaches are trained in the area of physical education but are not teaching in this area. Instead, physical education ranks second to history as the most common subject taught by the baseball coaches of Oklahoma.

Baseball coaches in the state of Oklahoma have a very light teaching assignment. The average number of hours taught per day is only 4.61; furthermore, this number represents just twenty-three hours of teaching per week. The largest load reported consisted of seven teaching hours per day, while two hours per day was the lightest load reported. Exactly 33 per cent of these coaches reported only four hours of class per day.

An idea of the head baseball coaches in Oklahoma who also head coach in another sport can be gained from Table XXXIII.

TABLE XXXIII

A BREAKDOWN OF THE OTHER
HEAD COACHING DUTIES PERFORMED BY
THE HIGH SCHOOL BASEBALL COACHES IN THE STATE OF OKLAHOMA

Sport	Number coaching	Per cent coaching
Basketball	14	31
Football	3	7
Track	1	2
Wrestling	1	2
Basketball and track combination	1	2

Less than half, 44 per cent, of these coaches are required to perform the duties of a head coach in another sport. The most popular sport to coach in conjunction with baseball is basketball. Only 2 per cent were required to coach two other sports plus baseball.

Table XXXIV gives an indication of the assistant coaching duties performed by the coaches of Oklahoma.

TABLE XXXIV

A BREAKDOWN OF THE ASSISTANT
COACHING DUTIES PERFORMED BY THE
HIGH SCHOOL BASEBALL COACHES IN THE STATE OF OKLAHOMA

Sport	Number coaching	Per cent coaching
Football	15	33
Football and basketball combination	6	14

TABLE XXXIV (Continued)

Sport	Number coaching	Per cent coaching
Basketball	3	7
Junior high basketball	2	4
Football and track combination	1	2

Although only 44 per cent of the baseball coaches are required to serve as other head coaches, 60 per cent are required to perform also the duties of an assistant coach. Of these 60 per cent, 16 per cent are required to assist in two other sports and 4 per cent are required to assist in junior high school programs. Football is by far the most popular area in which these coaches assist. Every coach who returned the questionnaire from an Oklahoma high school, was required to serve either as head or as an assistant coach in some other athletic program on the interscholastic level.

Sixty per cent of these coaches also report having an assistant coach to help with their baseball program. Seventy-eight per cent of these coaches who do assist in baseball, reported a background in the area of physical education, but only 37 per cent had a major in physical education.

The forty-five Oklahoma coaches represent a combined total of 347 years of high school baseball coaching experience. The high school baseball coaches in the state of Oklahoma have been coaching high school baseball for an average of eight years. Two different coaches reported that they have been coaching high school baseball for a total of thirty-six years each.

Equipment and Facilities

Table XXXV shows the kind of equipment provided by the Oklahoma schools.

TABLE XXXV
A BREAKDOWN OF THE EQUIPMENT AND
FACILITIES PROVIDED BY THE HIGH SCHOOLS OF OKLAHOMA

Equipment and facilities	Schools furnishing	Schools not furnishing	Per cent furnishing
Catchers glove	37	8	82
Uniforms	43	2	96
Baseball caps	29	16	64
Baseball shoes	4	41	9
Baseball diamond	40	5	89

Oklahoma high schools participating in baseball order a total of 3,038 practice balls and 1,859 game baseballs per year. Each school orders an average of sixty-seven practice and forty-two game baseballs a year. The number of practice balls ordered ranged from a high of 144 to a low of thirty. The most game balls used was 120 and the least number used was twelve. Seventy-three per cent of the schools reported that they use the same type ball for practice and games.

Baseball bats used in the high schools of Oklahoma reached a combined total of 1,657, or thirty-seven bats per school. The number of bats ordered, ranged from 108 to ten.

Most high schools in the state furnish their catchers with a glove, have uniforms for their teams, supply individual players with caps, and maintain their own baseball diamond. Only 11 per cent of the schools supply their players with baseball

shoes.

Although two schools reported having catching equipment that was five years old, another two reported having brand new gear which had never been used. The average age of this equipment was 2.5 years.

Baseball Budget

Table XXXVI shows the methods used to finance the high school programs in Oklahoma.

TABLE XXXVI

A BREAKDOWN OF THE METHODS USED TO FINANCE THE HIGH SCHOOL BASEBALL PROGRAMS OF OKLAHOMA

Method	Number of schools	Per cent of schools
Definite budget	15	33
General athletic fund	11	24
As need arises	5	11
Football	3	6
Concessions	2	4
Did not specify	2	4
Activity fund	1	2
Athletic association	1	2
General fund	1	2
School board	1	2
Gate receipts	1	2
Sponsor tournament	1	2
Football and basketball	1	2

Only 33 per cent of the reporting schools had a definite budget set aside for the interscholastic baseball program. The highest budget reported consisted of \$1,000.00; the lowest budget was reported to be \$200.00. The average budget for high schools in the state was \$566.66.

The general athletic fund seems to be the most popular source for financing the baseball programs in schools which are unable to provide a definite budget. Eleven per cent of the schools stated that they buy what they need, but gave no explanation of where the money came from.

Baseball Season

Table XXXVII shows the number of games played by the Oklahoma high schools.

TABLE XXXVII
A BREAKDOWN OF THE
NUMBER OF YEARLY SPRING
BASEBALL GAMES PLAYED BY OKLAHOMA HIGH SCHOOLS

Schedule	Number playing	Per cent playing
32 games	1	2
30 games	1	2
28 games	1	2
25 games	2	4
22 games	1	2
20 games	9	19
19 games	1	2
18 games	4	9
16 games	6	13
15 games	5	11

TABLE XXXVII (Continued)

Schedule	Number playing	Per cent playing
14 games	4	9
12 games	4	9
10 games	1	2
8 games	1	2
6 games	1	2
Did not specify schedule	3	6

A total of 41 per cent of the high schools in Oklahoma, participate in spring interscholastic baseball. It should also be noted that 8 per cent of these schools which participate in spring ball also conduct a fall program. No school plays more than twelve or fewer than five games during the fall schedule.

The average spring schedule consists of seventeen games per year. This schedule represents a high of thirty-two games and a low of only six games. The most popular date for opening the spring schedule was on March 14, which was the opening date for 31 per cent of the schools reporting. The opening dates ranged from the earliest opening on March 3, to the latest on April 10.

Table XXXVIII gives an indication of those problems considered as serious by Oklahoma coaches.

TABLE XXXVIII
A BREAKDOWN OF THE
PROBLEMS FACING THE HIGH SCHOOL
BASEBALL PROGRAMS IN THE STATE OF OKLAHOMA

Problem	Number of schools	Per cent of schools
Inclement weather	37	82
Finding good officials	7	16
Lack of boys' interest	6	13
Lack of adequate funds	6	13
Scheduling of games	5	11
Lack of practice time	5	11
Lack of community interest	4	9
Lack of adequate facilities	4	9
Transportation	1	2
No lights	1	2

Inclement weather is by far the most common problem facing the high school baseball programs in Oklahoma. Finding good officials, providing adequate funds, and creating boys' interest also seem to be a problem.

Comparative Analysis

School Participation

Table XXXIX gives an indication of how baseball popularity is declining in high schools of the four states.

TABLE XXXIX

A COMPARISON OF THE
PERCENTAGE OF HIGH SCHOOLS WHICH HAVE DROPPED OR
ARE IN THE PROCESS OF DROPPING INTERSCHOLASTIC BASEBALL

State	Per cent dropping baseball
Kansas	10.000
Missouri	1.000
Oklahoma	.009
Colorado	.008

Probably the most important factor in this study, other than the percentage of high schools offering interscholastic baseball, is the percentage of schools which have dropped or are in the process of dropping baseball as an interscholastic sports activity. This percentage shows that the status of high school baseball seems to be very stable in the states of Colorado, Missouri, and Oklahoma. On the other hand, the status of interscholastic baseball in the state of Kansas seems to be in a period of adjustment. This period of adjustment may be explained by the fact that track is the older more established spring sport in Kansas, while baseball seems to be the established spring sport in Colorado and Oklahoma. Interscholastic baseball is better established in Missouri than in Kansas; furthermore, the high school track programs seem stronger in Missouri than in Colorado and Oklahoma. It is very interesting to note however, that the percentage of boys participating in interscholastic baseball in Kansas, compares very favorably with the percentage of boys participating in interscholastic baseball in Colorado, Missouri, or Oklahoma.

The Coach's Background, Duties, and Experience

Table XL compares the physical education background of the coaches of each state.

TABLE XL
A STATE BY STATE COMPARISON
OF THE PERCENTAGE OF INTERSCHOLASTIC
BASEBALL COACHES WITH A PHYSICAL EDUCATION BACKGROUND

Type degree	P e r c e n t			
	Colorado	Kansas	Missouri	Oklahoma
Physical education major	63	66	76	62
Physical education minor	25	18	8	27
Non-physical education background	12	16	16	11
Bachelor of Science	23	45	49	58
Bachelor of Arts	35	11	4	9
Master of Science	4	27	23	13
Master of Arts	30	11	14	16
Combined Bachelor of Arts and Master of Science		3		4
Combined Bachelor of Science and Master of Arts	6		2	
Combined Bachelor of Science and Master of Education			2	
Master of Education		3	2	
Master of Teaching			2	
Master of Arts and Master of Science			2	
Did not specify type of degree	2			
Total with a master's degree of any type	42	44	47	33

If the programs of interscholastic baseball are to be a part of the school's overall educational program, it will be necessary for the coaches to have at least a minor in the field of physical education. Coaches without a background in physical education will be unable to understand the relationship between the school's overall educational objectives and interscholastic competition.

Schools should do their very best to assign teachers on a departmental basis. Since interscholastic baseball is a part of the physical education program, the physical education department should be responsible for the assigning of the baseball instructor. However, the situation of non-physical education personnel being in charge of the interscholastic baseball program does exist in each of the four states included in this study.

It is interesting to note that over one-half of all the interscholastic baseball coaches included in this study, have a bachelor degree in physical education, but in only two states, Kansas and Missouri, are 50 per cent or more of the baseball coaches serving as physical education instructors. This situation would tend to indicate that the coaches of Colorado and Oklahoma are teaching in their minor fields. If this is the case, the schools of these two states are failing to utilize the full teaching potential of these instructors.

Table XLI shows that these coaches fill a combined total of thirty-seven positions other than coaching.

TABLE XLI
A STATE BY STATE COMPARISON
OF SUBJECTS TAUGHT AND DUTIES
PERFORMED BY INTERSCHOLASTIC BASEBALL COACHES

Subject	P e r c e n t			
	Colorado	Kansas	Missouri	Oklahoma
Physical education	29	55	57	42
History	29	24	29	48
Driver education	19	36	18	22
Business	8	12	4	11
Mathematics	10	3	8	11
Health	6	3	12	2
Biology	11	9	6	7
Political science	8	18	2	2
Industrial arts	11	15		7
Geography	2	6	6	7
English	6		4	4
General Science	4		2	
Economics		9	4	4
Psychology	6	6		
Guidance	4		2	
Earth science	4		2	
Chemistry	2		6	
Sociology	2	3		
Foreign language	2			2
Physics	2		2	
Art			2	2

TABLE XLI (Continued)

Subject	P e r c e n t			
	Colorado	Kansas	Missouri	Oklahoma
Study hall			2	2
Audio visual aids	2			
School social worker	2			
Director of adult education	2			
Administrative assistant	2			
Drafting		6		
Auto mechanics		3		
Physical science			4	
Religion			2	
Zoology			2	
Botany			2	
Elementary physical education			2	
Speech				2
Band				2
Physiology				2
Vice principal				2

History, driver education, business, and biological science seem to be the most popular areas in which the interscholastic baseball coaches secure a teaching minor. Very few of these coaches have expressed an interest in administration or guidance.

Table XLII shows the average number of hours taught by these coaches.

TABLE XLII

A STATE BY STATE COMPARISON OF
THE DAILY TEACHING LOAD OF HIGH SCHOOL BASEBALL COACHES

Hours taught per day	P e r c e n t			
	Colorado	Kansas	Missouri	Oklahoma
0	10			
2	2	3		2
3	2	3	4	7
4	17	15	8	33
4 1/2	4		2	
5	50	58	57	40
6	13	3	27	9
6 1/2		12		
7	2	6	2	2
8				2
Did not specify				2

The recommended maximum teaching load of five hours per day seems to be observed by the majority of the schools participating in this study. The average number of hours taught per day ranged from a low of 4.4 in Colorado, to a high of 5.2 in Missouri. Coaches in Oklahoma were required to teach an average of 4.6 hours per day; Kansas coaches were assigned an average daily teaching load of five hours.

It must be remembered however, that these figures represent classroom or physical education instruction only, and do not include the extra-class duties of coaching. Nor do they include such extra-class duties as sponsorship or conferences.

Table XLIII shows the other head coaching duties required of the baseball coaches, while Table XLIV shows what assistant coaching positions they fill.

TABLE XLIII

A STATE BY STATE COMPARISON
OF HEAD BASEBALL COACHES WHO ALSO
SERVE AS HEAD COACHES IN OTHER INTERSCHOLASTIC PROGRAMS

Sport	P e r c e n t			
	Colorado	Kansas	Missouri	Oklahoma
Basketball	17	27	18	31
Football	6	15	4	7
Tennis	2			
Gymnastics		6		
Swimming		3		
Soccer			4	
Track				2
Wrestling				2
Football and basketball		6	4	
Football and wrestling	4			
Basketball and cross country		3		
Basketball and track		3	4	2
Basketball and golf			2	
Basketball, track, and football	4			
Basketball, track, and cross country		3	2	
Basketball, track, and volleyball			2	
Basketball, track, and girls' volleyball			2	
Total per cent coaching basketball	21	39	35	33

TABLE XLIII (Continued)

Sport	P e r c e n t			
	Colorado	Kansas	Missouri	Oklahoma
Total per cent coaching football	13	21	8	7
Total per cent coaching a sport other than baseball	33	66	42	44

As noted in Table XLIII, all of the states included in this report, require a large number of their high school baseball coaches to serve as head coaches in at least one other interscholastic program. However, Kansas seems to be the only state requiring a majority of its baseball coaches to serve in such a capacity. Since there are very few high schools in Kansas offering interscholastic baseball, this could be an indication that these coaches were first hired as head coaches in some other sport and then given the position of head baseball coach. Basketball is by far the most popular sport, other than baseball, for head baseball coaches to attempt a career. This is true for all of the states in this study.

TABLE XLIV

A STATE BY STATE COMPARISON
OF THE PERCENTAGE OF HEAD BASEBALL
COACHES WHO ALSO SERVE AS ASSISTANT COACHES

Sport	P e r c e n t			
	Colorado	Kansas	Missouri	Oklahoma
Football	15	27	31	33
Basketball	25	9	8	7
Wrestling	2		4	

TABLE XLIV (Continued)

Sport	P e r c e n t			
	Colorado	Kansas	Missouri	Oklahoma
Track		3		
Junior high basketball				4
Football and basketball	10		8	14
Football and wrestling	2		2	
Football and track		3		2
Football and intramurals		3		
Total per cent coaching football	37	33	41	49
Total per cent coaching basketball	25	9	18	18
Total per cent assisting in another sport	54	45	53	60

As indicated in Table XLIV, Kansas is the only state which does not require the majority of its head baseball coaches to serve as assistant coaches in another interscholastic sports program. This procedure would seem to indicate that the head baseball coaches of Colorado, Missouri, and Oklahoma, were hired primarily as high school baseball coaches and were later given assistant coaching assignments to complete their teaching load.

Whereas basketball was the most popular sport in which to serve as a head coach, football seems to be the most popular interscholastic activity in which baseball coaches serve as assistants.

Eight per cent of the head baseball coaches in Missouri are not required to serve either as an assistant coach or to perform other head coaching duties. Missouri was the only state in this report which allowed its baseball coaches the

freedom of such a choice.

Table XLV shows the number of schools which provide an assistant baseball coach.

TABLE XLV
A STATE BY STATE COMPARISON
OF THE INTERSCHOLASTIC BASEBALL
PROGRAMS WHICH PROVIDE FOR ASSISTANT COACHES

Assistant coaches	P e r c e n t			
	Colorado	Kansas	Missouri	Oklahoma
Schools providing	79	67	65	58
Physical education majors	50	36	59	37
Physical education minors	32	18	20.5	22
Nonphysical education background	18	46	20.5	22
Schools not providing	21	33	35	42

The majority of these interscholastic baseball programs furnish their head coach with an assistant coach of some type. The duties performed by these assistants may vary from that of "b" team coach to freshman coach or even statistician, but the most important fact is that the percentage of these assistant coaches with a physical education background is well over 50 per cent. This background in physical education should enable these assistant coaches to suggest new developments and revisions which may be needed to put the interscholastic baseball program on an educationally sound basis.

It is interesting to note the high percentage of Kansas schools which do provide an assistant coach, since Kansas does have such a small number of high schools offering interscholastic baseball programs.

Table XLVI shows how long these coaches have been coaching high school baseball.

TABLE XLVI
A STATE BY STATE COMPARISON
OF THE HIGH SCHOOL BASEBALL COACHING
EXPERIENCE OF INTERSCHOLASTIC BASEBALL COACHES

Years experience	P e r c e n t			
	Colorado	Kansas	Missouri	Oklahoma
0	2			2
1	14	12	14	5
2	11	15	16	18
3	11	12	6	11
4	10	3	10	7
5	6	15	10	5
6	8	6	2	2
7	17	3	6	2
8	6	6	8	13
9	4		6	7
10	2	6	6	7
11	2			
12			4	7
13	2	3	2	5
14	2			
15	4			2
17		3		
19			2	
20			4	

TABLE XLVI (Continued)

Years experience	P e r c e n t			
	Colorado	Kansas	Missouri	Oklahoma
25				2
26		3		
30		3		
36				5
Did not specify		9	2	

It is important to note how long these coaches have been coaching high school baseball for the following reasons: (1) the young coach can get an indication of how many new coaches are needed in the profession each year; (2) coaches with experience should be able to construct educationally sound programs; and (3) the young coach can get an indication of how secure the profession is.

Although only two states have hired new coaches with no previous coaching experience, the majority of these coaches have been coaching for five years or less.

Equipment and Facilities

Tables XLVII and XLVIII compare the equipment provided by the high school programs.

TABLE XLVII

A STATE BY STATE COMPARISON
OF THE EQUIPMENT AND FACILITIES
PROVIDED BY INTERSCHOLASTIC BASEBALL PROGRAMS

Equipment and facilities	P e r c e n t			
	Colorado	Kansas	Missouri	Oklahoma
Catchers glove	69	79	76	82
Team uniforms	100	91	100	96
Baseball caps	56	52	67	64
Baseball shoes	6	3	0	9
Baseball diamond	77	85	67	89

Although the high schools of Colorado have been ranked first in many of the items analyzed, they rank no better than third in the amount and number of equipment and facilities provided. The Colorado schools do, however, use more bats and balls than the high schools of the other three states.

TABLE XLVIII

A STATE BY STATE COMPARISON
OF THE AVERAGE YEARLY NUMBER OF
BASEBALLS AND BASEBALL BATS USED BY EACH SCHOOL

Equipment	P e r c e n t			
	Colorado	Kansas	Missouri	Oklahoma
Practice baseballs	85	61	63	67
Game baseballs	44	35	42	42
Baseball bats	44	29	38	37

The most popular piece of equipment which these high schools provide is the baseball uniform, while the shoes are provided for the most part by the individual players.

Another interesting comparison is in the percentage of schools which provide their own baseball diamond. Kansas has a larger percentage of its schools maintaining their own diamonds than do the states of Colorado and Missouri. This could be an indication that the schools of Colorado and Missouri go out of their way to find a place to play, while the Kansas schools which do not offer interscholastic baseball may be using this as a reason for not providing the activity.

The Baseball Season

Table XLIX compares the types of schedules played.

TABLE XLIX
A STATE BY STATE
COMPARISON OF THE DATES USED TO OPEN
THE SPRING INTERSCHOLASTIC BASEBALL PROGRAMS

Opening date	P e r c e n t			
	Colorado	Kansas	Missouri	Oklahoma
March 3				2
March 7				9
March 8				5
March 9				2
March 10				11
March 11	2		4	
March 13				2
March 14	2			16

TABLE XLIX (Continued)

Opening date	P e r c e n t			
	Colorado	Kansas	Missouri	Oklahoma
March 15	2	3		9
March 16	2			5
March 17	10			9
March 18	21			2
March 20		3		5
March 21	2			9
March 22	6			2
March 23	8	22		
March 24		3		2
March 25	13		2	2
March 27	6	6	8	
March 28	6	6	10	
March 29	4		6	
March 30	4	3		
March 31		6	4	
April 1	13	29	29	
April 3			10	
April 4			8	
April 5		3	4	
April 6			4	
April 7		3	2	2
April 10			2	2
April 14			2	

TABLE XLIX (Continued)

Opening date	P e r c e n t			
	Colorado	Kansas	Missouri	Oklahoma
April 15		3	2	
April 17			2	
Did not specify		9		

Some of the small high schools of Kansas, Missouri, and Oklahoma do provide an interscholastic baseball schedule during the fall semester. Although the competitive fall schedule of these schools is not very large, it gives an opportunity for those who do not compete in football to have an interscholastic fall program of some type. Oklahoma seems to be the only state in this study which provides a state playoff for those schools with a fall interscholastic baseball program.

The inclement weather problem seems to be the major factor concerning the opening dates for the spring schedule. For example, only 4 per cent of the high schools in Oklahoma open their season after March 25, but 94 per cent of the Missouri schools and 69 per cent of the Kansas schools open their season after March 25.

Excluding the Oklahoma high schools, the most popular date for opening the spring season seems to be around April 1.

Table L compares the number of games played in each state.

TABLE L
A STATE BY STATE COMPARISON
OF THE NUMBER OF SPRING BASEBALL
GAMES PLAYED ON THE HIGH SCHOOL LEVEL

Schedule	P e r c e n t			
	Colorado	Kansas	Missouri	Oklahoma
32 games				2
30 games	2		2	2
28 games				2
27 games			2	
25 games		3	6	4
24 games		3	2	
23 games			4	
22 games				2
21 games		3	2	
20 games	2	9	10	20
19 games	2		2	2
18 games	38	3	8	9
17 games	4	3	2	
16 games	8		10	14
15 games		6	4	11
14 games	11	3	4	9
13 games	2	3	2	
12 games	6	9	18	9
10 games	8	21	6	2
9 games	2			
8 games		9	2	2

TABLE L (Continued)

Schedule	P e r c e n t			
	Colorado	Kansas	Missouri	Oklahoma
7 games		6	4	
6 games	6	6	2	2
5 games		6		
4 games	2			
3 games			2	
Did not specify	8	6		7

Oklahoma high schools which participate in a spring interscholastic baseball program play an average schedule of 17 games. This schedule may be compared with an average schedule of 16 games in Missouri, 15 games in Colorado, and just 12 games in Kansas. The largest single schedule was also played in Oklahoma which was 32 games or 2 per cent, the smallest schedule was in Missouri, 3 games.

It is also interesting to note that some of the small schools in Missouri and Oklahoma which participate in a fall program do not provide a program for the spring semester.

The majority of the schools in this study seem to prefer a spring practice of either 18 - 20 games or 10 - 12 games.

The Interscholastic Baseball Budget

Table LI of this report compares the methods used to finance the baseball programs.

TABLE LI
A STATE BY STATE COMPARISON
OF THE METHODS USED TO FINANCE
THE INTERSCHOLASTIC BASEBALL PROGRAMS

Method	P e r c e n t			
	Colorado	Kansas	Missouri	Oklahoma
Definite budget	65	43	49	33
General athletic fund	15	21	12	24
As need arises	4	15	4	11
Did not specify	6	6	8	4
Football and basketball fund		3	4	2
Gate receipts		6	2	2
Football and basketball receipts	4	3		
Board of education	2		2	
General fund			2	2
Activity fund			2	2
Football				6
Concessions				4
Athletic association				2
School board				2
Sponsor tournament				2
Incidental fund			2	
Left up to superintendent			2	
Physical education budget			2	
Basketball			2	
Fund raising drives			2	
Physical education and athletic budget combined			2	

TABLE LI (Continued)

Method	P e r c e n t			
	Colorado	Kansas	Missouri	Oklahoma
Sports fund		3		
District	2			
Requisition	2			

The most popular method for financing the interscholastic baseball program, is to set aside a definite baseball budget. An interesting note is the fact that the Kansas schools which do have a budget, have a larger average budget than do the schools of the other states in this report. Kansas schools with a definite budget, reported an average budget of \$1,013.29. This budget compares with an average of \$981.81 in Colorado, \$624.21 in Missouri and only \$566.66 in Oklahoma.

Most schools which did not provide a baseball budget were financed from the general athletic fund. Several schools stated that they appropriated their funds as the needs arose, but failed to state how the funds were appropriated.

Common Baseball Problems

Table LII gives a comparison of the most common problems facing baseball.

TABLE LII
A STATE BY STATE COMPARISON OF THE
PROBLEMS FACING INTERSCHOLASTIC BASEBALL PROGRAMS

Problem	P e r c e n t			
	Colorado	Kansas	Missouri	Oklahoma
Inclement weather	79	79	88	82
Lack of adequate facilities	35	6	29	9
Finding good officials	6	15	8	16
Scheduling games	6	30	4	11
Lack of boys' interest	17	6	4	13
Lack of community interest	13	6	14	9
Lack of practice time	10	3	20	11
Lack of adequate funds	17	12	10	13
Transportation	17	6	10	2
Football and track		12	4	
Lack of administrative support	4	3		
Lack of playing dates		6		
Other coaches	2			
Lack of adequate assistants	2			
Length of season		3		
Maintenance			2	
Would rather not comment		3		
No lights				2
No problems			2	

Inclement weather seems to be by far the most serious problem affecting the

status of interscholastic baseball. It is interesting to note that quite a number of these schools find it as difficult to create interest among the boys, as to create interest in the community.

Other than inclement weather, the most serious problem in Colorado and Missouri is that of adequate facilities. Kansas lists the scheduling of games as the most serious problem other than inclement weather; Oklahoma lists finding good officials as a serious problem. The most serious evenly distributed problem, other than inclement weather is how to provide adequate funds.

Conclusions

The conclusions found in determining the status of interscholastic baseball in the states of Colorado, Kansas, Missouri, and Oklahoma, are as follows:

High school baseball seems to have its best status in Colorado and Oklahoma, and its poorest status in Kansas.

The main reasons why Kansas interscholastic baseball has such a low status are the following: (1) track seems to be the established spring sport in Kansas; (2) only a small percentage of the Kansas schools offer baseball; and (3) there seems to be a large percentage of the Kansas schools which have dropped or are in the process of dropping their interscholastic baseball program.

It seems to be a requirement of most schools to provide a baseball coach with a background in physical education.

The large majority of the baseball coaches in this study serve as either a head basketball or assistant football coach.

Too few of these coaches are not teaching in their major area, physical education.

The teaching load of these men seems to fall about on the recommended maximum of 30 hours.

The high school baseball coaches of Oklahoma on the average, had more years experience in coaching baseball.

Although Oklahoma seems to be one of the better baseball states, it has fewer assistant baseball coaches than do the other three states of this study.

High schools in Colorado use the most baseballs and baseball bats.

Almost every school provided its team with uniforms, but shoes seemed to be regarded as personal equipment.

Even though Kansas had by far the smallest percentage of high schools offering baseball programs, its percentage of schools maintaining their own diamond was the highest in this study.

Colorado is the only state which did not have a fall program of baseball.

Oklahoma schools had the earliest opening dates and the highest number of games on their schedules.

The most popular method for financing the interscholastic baseball program was to set aside a definite portion of the budget.

High schools in Kansas have the largest baseball budgets, and the Oklahoma schools have the smallest budgets.

Inclement weather is a serious problem for baseball throughout the four states included in this study.

ACKNOWLEDGMENTS

Sincere appreciation is expressed to T. M. Evans, Chairman of the Department of Physical Education, and Assistant Professor Raymond A. Wauthier of the Department of Physical Education at Kansas State University for their personal and professional advice and their time and effort throughout this study.

I also wish to thank Mr. Joseph James Mosa, for it was from his master's report, "A Study Of The Status Of Baseball In Kansas High Schools," that I got the idea for this study.

Appreciation is also expressed to the many high school baseball coaches for their cooperation and assistance in this study.

APPENDIX

Dear Coach:

The enclosed questionnaire is a basis for a research paper that I am preparing in conjunction with Mr. T. M. "Mickey" Evans, Head of the Physical Education Department at Kansas State University. This study will include selected high schools in Colorado, Kansas, Missouri, and Oklahoma.

The purpose of this questionnaire is to aid our University in re-evaluating the status of baseball in the Central District of the American Association of Health, Physical Education and Recreation. And, thus, help us to determine what experiences are needed in our program for prospective physical education teachers.

As you well know, such a study requires the cooperation of everyone, so that a high standard of validity and reliability may be obtained.

Your cooperation in returning the enclosed questionnaire will be greatly appreciated.

Enclosed, find a stamped, self-addressed envelope.

Sincerely yours,

Herb Dallis

I. SCHOOL NAME AND ADDRESS _____

A. What is your school classification? AAA AA A B C

B. Approximately how many boys are enrolled in your school? _____

C. Approximately how many boys do you expect for baseball this season? _____

II. COACH (Give name if desired) _____

A. Are you a physical education major _____ minor _____ or other _____?

B. What degrees do you hold? BS _____ BA _____ MS _____ MA _____?

C. What subjects do you teach?

Art _____

Geography _____

Auto mechanics _____

History _____

Business _____

Industrial Arts _____

Chemistry _____

Physical Education _____

Driver Education _____

Political Science _____

Economics _____

Mathematics _____

English _____

Other _____

D. Number of hours you teach per day. _____

E. Are you a head coach in any other sport? Yes _____ No _____

If yes, which sports?

Football _____

Swimming _____

Basketball _____

Gymnastics _____

Track _____

Golf _____

Cross Country _____

Tennis _____

Wrestling _____

Other _____

F. Are you an assistant coach in any sport? Yes _____ No _____

If yes, which sports?

Football _____ Swimming _____

Basketball _____ Gymnastics _____

Track _____ Golf _____

Cross Country _____ Tennis _____

Wrestling _____ Other _____

G. Do you have an assistant coach? Yes _____ No _____

If yes, is he a physical education major _____, minor _____ or other _____

H. How many years have you been coaching high school baseball? _____

III. EQUIPMENT AND FACILITIES

A. Approximately how many baseballs do you order each season? _____

B. Approximately how many game baseballs do you use in a season? _____

C. Do you use the same type baseball for practice that you use for games?
Yes _____ No _____

D. Approximately how many bats does your team use in a season? _____

E. How many seasons has the present catching equipment been used? _____

F. Do you furnish the catcher with a glove? Yes _____ No _____

G. Does the team have uniforms? Yes _____ No _____

H. Does the school furnish baseball caps? Yes _____ No _____

I. Do the players supply their own baseball shoes? Yes _____ No _____

J. Does the school have a baseball diamond? Yes _____ No _____

IV. BUDGET

A. Do you have a definite seasonal budget? Yes _____ No _____

B. If yes, what is the approximate amount? _____

C. If no, how do you finance your program? _____

V. SEASON

A. What is the approximate date of your first ballgame? _____

B. Number of scheduled games with outside opponents that you have each season?

Fall _____ Spring _____

C. What seems to be your biggest problem?

1. Inclement weather _____

2. Lack of interest by boys _____

3. Lack of community interest _____

4. Lack of practice time _____

5. Scheduling of games _____

6. Obtaining adequate funds _____

7. Finding good officials _____

8. Transportation _____

9. Lack of adequate facilities _____

10. Other _____

VI. ADDITIONAL COMMENTS

THE STATUS OF BASEBALL IN THE HIGH SCHOOLS
OF COLORADO, KANSAS, MISSOURI, AND OKLAHOMA

by

HERBERT HOUSTON DALLIS, JR.

B. S., Kansas State University, 1966

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Physical Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1967

The purpose of this report was to evaluate the status of baseball in the high schools of Colorado, Kansas, Missouri, and Oklahoma. It was also a purpose of this report to investigate the opportunities of coaching high school baseball in these four states.

In order to secure material for this study, a list of the high schools participating in interscholastic baseball was obtained from the 1966 edition of the Directory of High School Coaches. The schools selected for this study were selected at random. For the convenience of each coach, a return, self-addressed, and stamped envelope was included with each questionnaire.

The questionnaire was concerned with the school classification, the coach's background and duties, the baseball equipment and facilities available, the baseball budget, the baseball season, and the prominent problems facing the interscholastic baseball programs.

A total of 194, sixty-six per cent, of the 292 questionnaires mailed were returned. The most return came from Colorado, and Kansas had the smallest percentage of return.

The overall conclusion of this study was that the status of high school baseball seems to be very stable in Colorado, Missouri, and Oklahoma, but seems to be in a state of adjustment in Kansas. Two of the major reasons for this conclusion are, the percentage of schools offering interscholastic baseball in each of these four states and the percentage of schools dropping the interscholastic baseball program.

The majority of the coaches participating in this study have a Bachelor of Science Degree in Physical Education. However, less than 50 per cent of these coaches are actually teaching physical education classes. These coaches teach approximately five hours of class per day.

Almost every coach included in this report is required either to serve as a

head basketball coach, or to be an assistant football coach in connection with his head baseball coaching duties.

Other than baseballs and baseball bats, the equipment most often supplied by the schools is the baseball uniform. Very few schools supply baseball shoes.

Excluding the Oklahoma schools, the most popular date for opening the spring schedule seems to be April 1. The most popular schedules consisted of either eighteen to twenty or ten to twelve games per year. Colorado is the only state not offering a fall program of baseball.

Most schools finance their programs through a definite baseball budget or from the general athletic fund. Although Kansas has the lowest status rating, its schools have the largest average baseball budgets.

Inclement weather is by far the most common problem faced by interscholastic baseball programs. Other prominent problems include a lack of adequate facilities, finding qualified officials, scheduling games, and providing for adequate funds. Kansas schools also listed conflicts with the football and track programs as a major problem. The problem of conflicts adds a note of interest since it was not one of the items listed on the questionnaire, but appeared only as a write-in answer or as an additional comment.